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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for fifth grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

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# LANGUAGE ARTS

# CURRICULUM GUIDE

THE BETTER SCHOOLS PROGRAM

TENNESSEE DEPARTMENT OF EDUCATION

1987 EDITION

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# LANGUAGE ARTS

# CURRICULUM GUIDE

# STATE OF TENNESSEE

STATE DEPARTMENT OF EDUCATION

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Estel R. Mills, Assistant Commissioner

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The Department of Education gratefully acknowledges the contributions of the numerous educators across the state of Tennessee whose dedication and tireless efforts made the Language Arts Curriculum Guide possible. Only through the efforts and skill of so many individuals working together unselfishly could this task have been completed.

We wish to offer a special word of thanks to the Basic Skills First Consulting Teachers for the vital contributions they have made to the development of this guide. Additionally, the Department acknowledges the dedication to excellence of Donna Spalding, Faye Taylor, J B Whitman, Judith Morgan, Rebecca Woodcock, and Gwen Bailey and their assistants Ruth Wright, Kathy Todd and Pat Brenner for the many long, hard hours they invested in developing this guide.

## FOREWORD

The Language Arts Curriculum Guide is designed to identify the minimum skills students should master at each grade level. Some of the skills included in this guide are skills which were previously covered by BSF Reading and are closely correlated with the revised BSF Reading. Since this correlation is so great, each of the language arts objectives is a very critical objective. Unlike the BSF Reading program, there are no mastery tests or individual student records required for language arts.

The guide is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn language arts skills and develop the ability to apply them in everyday life. Its use will enable students to understand and use effective oral and written communication, to think logically, critically, and creatively, and to apply these skills in other content areas.

Note: Although some of the terminal objectives have been revised, the intent of them remains the same and the framework will be changed in the next cycle.

## PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. **RULES, REGULATIONS, AND MINIMUM STANDARDS** of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum is organized into seven strands: Handwriting, Grammar and Mechanics, Spelling, Composition, Thinking and Organizational Skills, Listening Skills, and Oral Communication Skills. Terminal objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (language arts), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 431A1.04 is translated as follows:

4 = Grade 4
3 = Language Arts
1 = Strand - Handwriting
A1 = Terminal Objective
.04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

The language arts curriculum is designed to provide a scope and sequence for the teaching of language arts. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development and continuous program monitoring.

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## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Handwriting

**TERMINAL OBJECTIVE:** 531A1.00 To understand handwriting procedure

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 demonstrate correct handwriting procedure. | Handwriting procedure includes positioning of paper, posture, and positioning of the writing instrument. Paper positioning depends upon whether cursive or manuscript writing is being performed. Adaptations should be made for handedness. Any student not demonstrating proficiency in this area should receive appropriate instruction to correct the difficulty. | applying | A. Have students copy a paragraph from a model using their best cursive writing style. Assess student proficiency of cursive handwriting procedure. | | |
| | | applying | B. Have students make posters for science or social studies and label in manuscript. Then have the students write a short report about their poster in cursive. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Handwriting

**TERMINAL OBJECTIVE:** 531B1.00 To demonstrate legible handwriting

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 demonstrate correct cursive writing including alignment, slant, spacings and margins. | Students should already be able to form letters and join words correctly. Emphasis should be placed on refining style. Students having difficulty forming letters in cursive should receive instruction from an appropriate handwriting textbook to correct the deficiencies.<br><br>The slant should be uniform and lean to the right. Students should learn their writing skills on lined paper. Placement of cursive letters is relative to these lines. Letters should be positioned in relation to the height and width of the lines. Students having difficulty with slant and line placement should receive instruction from a handwriting textbook to correct the deficiencies.<br><br>The space between words should be approximately the width of a small oval. The space between the sentences should be about equal to the size of an upper case "O." | applying<br><br>applying, evaluating<br><br>applying, evaluating | A. Have students copy a poem or other appropriate material from a model. Teacher evaluation will determine whether or not a student is demonstrating correct letter formation.<br><br>B. Have students write a short paragraph from a model in cursive. Give each student a file card, and have them cut a hole in it slightly larger than one letter. Use the card to expose one letter at a time, noting incorrectly formed letters in regard to line placement and slant.<br><br>C. Have students copy a paraagraph from a cursive model. Using the following checklist, ask students to answer the questions with yes or no:<br>1. Is the spacing within words right?<br>2. Is the spacing between words right?<br>3. Is the spacing between sentences right?<br>4. Do letters sit on the baseline as they should?<br>5. Do letters look like they should?<br>6. Are the letters slanted properly?<br>7. Are letters properly joined?<br>8. Is my writing neat?<br>9. Did I write within the margins?<br>Teacher evaluation should also be conducted. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Handwriting

**TERMINAL OBJECTIVE:** 531B1.00 To demonstrate legible handwriting

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.02 take dictation in cursive. | Writing from dictation requires integrating the process of listening with the process of production. It considers rules of spelling and capitalization, as well as correct letter formation. As students become more proficient, their writing will naturally increase in speed until it achieves an appropriate rate. Writing from dictation is a precursor to note taking. | applying<br><br>evaluating | A. Dictate a short paragraph to the class using appropriate grade level words. Check the students' work to see if they have written the sentences correctly in cursive.<br><br>B. The teacher will then provide the students with a correct cursive copy and ask them to determine if their words were written as dictated. Have them circle any incorrectly formed letters or incorrect words and correct them. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Handwriting

**TERMINAL OBJECTIVE:** 531C1.00 To understand the standards of legibility in handwriting

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 produce cursive writing which meets legibility standards. | The legibility standards should focus on letter formation, letter and word spacing, and word and line placement. Students should demonstrate that they are applying those standards to their cursive writing. | evaluating | A. Provide students with a checklist of items which are important to the development of legible handwriting and ask them to compare samples of their work with the checklist. The checklist can include items such as the following:<br>1. Are my letters formed and joined correctly?<br>2. Are the letters the proper size and shape?<br>3. Did I use adequate spacing?<br>4. Do the letters have a uniform slant to the right?<br>5. Do the letters sit on the baseline?<br>6. Are there proper margins? | | |
| | | evaluating | B. Have students make a list of items to improve as they assess their work and prepare to write other assignments. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532A1.00 To understand the elements of sentence structure

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will. | | | | | |
| 1.01 write simple and complete subjects. | The complete subject of a sentence includes all the words that tell about someone or something. The simple subject includes the main or most important word(s). | identifying | A. Give students several sentences. Have them circle the complete subject and underline the simple subject. | | |
| | | synthesizing | B. Have students write five sentences about five wishes they have. Have them circle the complete subject and underline the simple subject. | | |
| 1.02 write simple and complete predicates. | The complete predicate of a sentence includes all the words that tell what the subject does or is. The simple predicate includes the main or most important word(s). | identifying | A. Give students several sentences and have them circle the complete predicate. Have them draw a line under the simple predicate. | | |
| | | synthesizing | B. Have students write five sentences about the most fun they have ever had at school. Have them circle the complete predicate and underline the simple predicate. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532A1.00 To understand the elements of sentence structure

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.03 construct simple sentences. | A simple sentence consists of a subject and predicate and expresses one complete thought. | identifying | A. Give students a list of complete and incomplete sentences. Have them identify the complete sentences. | L.A. 534A1 | |
| | | analyzing, synthesizing | B. Have students determine why the incomplete sentences are incomplete. Ask them to make the incomplete sentences complete. | | |
| | | synthesizing | C. Show the students a picture, a film, a television show, or have a guest speak to the class about an interesting topic. Ask students to write four simple sentences about the picture or event. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532A1.00 To understand the elements of sentence structure

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.04 write compound subjects and predicates. | A simple sentence may have more than one subject, which is called a compound subject; or more than one predicate, which is called a compound predicate. | identifying | A. Give students several sentences which include compound subjects and have them identify the subjects. Repeat this activity for compound predicates. | L.A. 534A1 | |
| | | synthesizing | B. Give students two subjects and have them write a sentence having a compound subject. Repeat this activity for compound predicates. | | |
| | | synthesizing | C. Have students write several sentences which include compound subjects and predicates about things they like to hear. | | |
| 1.05 construct types of sentences. | There are four types of sentences. A declarative sentence makes a statement, an imperative sentence gives a command or request, an interrogative sentence asks a question, and an exclamatory sentence expresses strong feeling. The order and manner of instruction may vary and should follow the basal English book. | synthesizing | A. Have students write five imperative sentences about how they should organize a class field trip. | | |
| | | synthesizing | B. Have students write five interrogative sentences asking a famous explorer questions. | | |
| | | synthesizing | C. Have students write five exclamatory sentences about a trip to another country. | | |
| | | synthesizing | D. Have students write five declarative sentences about their favorite school subject. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532A1.00 To understand the elements of sentence structure

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.06 use compound sentences. | A compound sentence is made up of two simple sentences joined together by words such as "and," "or," or "but" with a comma before the conjunction. | identifying | A. Give students several simple and compound sentences. Have them identify the compound sentences. | | |
| | | applying | B. Give students pairs of related simple sentences and have them form compound sentences. | | |
| 1.07 recognize a run-on sentence. | A run-on sentence occurs when two sentences are written as one with no punctuation to separate them. When two or more sentences are joined, they must be separated by correct punctuation and/or connecting words. | identifying | A. Give students several compound and run-on sentences. Have them identify the run-on sentences by underlining them. | | |
| | | analyzing | B. Have students change the run-on sentences in Activity A to compound sentences. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532B1.00 To understand the parts of speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 use common and proper nouns. | A common noun names any person, place, idea, or thing. A proper noun identifies a particular place, person, idea, or thing and is capitalized. | identifying | A. Give students several sentences including common and proper nouns. Have students circle the common nouns and underline the proper nouns. | | |
| | | identifying, synthesizing | B. Give students a list of common nouns for which a proper noun can easily be identified. Have them write a proper noun for each common noun. | | |
| | | synthesizing | C. Have students write three sentences using common and proper nouns about places they would like to visit in Tennessee. Underline the proper nouns. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532B1.00 To understand the parts of speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.02 use singular or plural nouns. | Singular nouns name one person, place, or thing. Plural nouns name more than one person, place, or thing. | synthesizing | A. Have students write five sentences about objects (singular nouns) in their classroom, bedroom, or house. Then have them rewrite the sentences using plurals. | L.A. 533D1 | |
| | An "s" is used to form the plural of most nouns. When a singular noun ends with "s," "x," "ch," or "sh," add "es" to form the plural. If a singular noun ends in "y" preceded by a vowel, an "s" is used to form the plural, but if the "y" is preceded by a consonant, the "y" is changed to "i" and "es" is added.<br><br>The plural form of some nouns is formed by changing the word itself; for example, "foot, feet." Some nouns have the same plural and singular form; for example, "deer." | apolying, synthesizing | B. Have students write sentences using nouns that are made plural by changing the word itself. Give students a list of the singular form of these nouns and have them use the plural form in a sentence. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532B1.00 To understand the parts of speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.03 use possessive nouns. | A possessive noun shows ownership. The possessive form of a singular noun is formed by adding an apostrophe and "s" to the singular noun. The plural possessive form is formed by adding an apostrophe (or in some cases, an apostrophe and "s") to the plural noun. | identifying | A. Give students several sentences containing singular and plural possessive nouns. Have them circle the singular possessives and draw a line under the plural possessives. | L.A. 533D1 | |
| | | comprehending, synthesizing | B. Have students make a list of their favorite characters on a television show. Have them list the objects those characters might own. For example, Michael Knights' car. | | |
| | | synthesizing | C. Have students make up sentences using possessive nouns from the previous activity. | | |
| 1.04 use action verbs. | An action verb tells what someone or something does. It agrees with its subject. | applying, synthesizing | A. Give students several sentences in which the action verb has been omitted. Have students complete the sentences. | | |
| | | synthesizing | B. Give students a list of action verbs and have them use these verbs in sentences. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532B1.00 To understand the parts of speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.05 identify past, present, and future tenses of regular verbs. | Verb tenses show the time something happens. The emphasis of this skill is on reinforcement. Specific instruction can be found in the basal English book. | identifying | A. Give students sentences which show the past, present, and future tenses of verbs. Have students identify the tense by writing past, present, or future over the verb form. | | |
| | | applying | B. Give students three present tense verbs. Have them form the past and future tenses of the verbs. | | |
| | | synthesizing | C. Have students write a sentence for each of the verb tenses in Activity B. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532B1.00 To understand the parts of speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.06 use linking verbs. | A linking verb is a verb of being or seeming. | identifying | A. Give students a page from a magazine or newspaper and have them circle all the linking verbs. | | |
| | | synthesizing | B. From a list of being verbs have students pick ten verbs to use in writing sentences about their community. | | |
| 1.07 use helping verbs. | The helping verb works with the main verb to help show past, present, or future action. Instruction can include any or all of the auxillary verbs. | applying, synthesizing | A. Have students use a list of "be" verbs to write 5 sentences which include several of those verbs as helping verbs. | | |
| | | synthesizing | B. Give the students a set of sentences, some with being verbs and some with helping verbs. Have the students identify the verbs as being or helping. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532B1.00 To understand the parts of speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.08 use pronouns. | A pronoun takes the place of a noun. Pronouns can be singular or plural. Instruction should include avoidance of using a redundant subject pronoun, use of the appropriate pronoun forms and pronoun order for two object pronouns. | identifying | A. Give students sentences in which pronouns are used and have them identify the pronouns. | | |
| | | applying | B. Read students a story segment or sentence. Have them raise their hands every time they hear a pronoun. | | |
| | | synthesizing | C. Let students select a page from a book they are currently reading. Have them make a list of all the pronouns on the page and identify the noun to which the pronoun refers. | | |
| 1.09 use possessive pronouns. | | applying, comprehending | A. Give students sentences in which possessive nouns are used. Have them substitute possessive pronouns for the possessive nouns. | | |
| | | identifying | B. Give students a list of possessive pronouns and a list of possessive nouns. Have students identify a possessive pronoun for each possessive noun. | | |
| | | synthesizing | C. Have students write sentences using the list of possessive pronouns in Activity B. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532B1.00 To understand the parts of speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.10 use adjectives. | An adjective describes or tells more about a noun. Adjectives can tell which, how many, and what kind. Adjectives also can be used to show comparisons between things. For exact instruction on comparative and superlative forms of adjectives, refer to the basal English text. | applying, synthesizing | A. Give students a list of nouns and have them write adjectives to modify each one. Then have them use these words in sentences. | | |
| | | applying, evaluating | B. Give students a paragraph that has been written without adjectives. Have them supply appropriate adjectives. Then ask them to compare the paragraph with adjectives to the paragraph without adjectives. | | |
| 1.11 use articles. | Articles -- including "a," "an," and "the" -- are a type of adjective. They signal that a noun will soon follow. Students should learn how to use the articles appropriately, including when to use "a" (before a word beginning with a consonant) and when to use "an" (before a word beginning with a vowel). | applying | A. Give students a list of nouns and have them write an article for each one. | | |
| | | synthesizing | B. Have students write sentences using the list of nouns and articles in Activity A. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532B1.00 To understand the parts of speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.12 use adverbs. | Adverbs are words that answer the questions "when," "where," "how," and "to what extent." Adverbs are also used to compare actions. For exact instruction on comparative and superlative forms of adverbs, refer to the basal English text. | identifying | A. Give students a list of sentences that include adverbs. Have students draw a line under the verb in each sentence. Then have them ask the questions "when," "where," mm"to what extent," and "how" to find the adverbs. Circle the adverbs. | | |
| | | applying, synthesizing | B. Give students a list of adverbs and have them write sentences with them. Have them identify what question the adverb answers about the verb. | | |
| | | applying | C. Give students a list of sentences containing familiar adjectives. Have them rewrite the sentences using appropriate adverbs to modify the adjectives. | | |
| 1.13 identify conjunctions. | Conjunctions join words, phrases, or sentences. The words "and," "but," and "or" are frequently used conjunctions. | identifying | A. Give students sentences which include conjunctions and have them underline the conjunction in each sentence. | | |
| | | identifying | B. Have students identify what the conjunctions join in Activity A. This may be a written or oral activity. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532B1.00 To understand the parts of speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.14 identify prepositions. | Prepositions show the relationship between a noun or pronoun and another word in the sentence. There are approximately sixty prepositions that are used frequently. Refer to the basal English book for a list of prepositions. | identifying | A. Give students sentences which include prepositions and have them underline the prepositions in each sentence. | | |
| | | applying | B. Give students a list of frequently used prepositions and several sentences in which the prepositions have been omitted. Have students choose a preposition from the list to complete each sentence. | | |
| 1.15 identify prepositional phrases. | A prepositional phrase is a group of words beginning with a preposition, ending with a noun or pronoun, and including all words coming between the preposition and the noun or pronoun. The noun or pronoun coming at the end of the phrase is called the object of the preposition. | identifying | A. Give students sentences which include prepositional phrases. Have students circle the phrase in each sentence. | | |
| | | identifying | B. Have students identify the preposition and the object of the preposition in each of the sentences in Activity A. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532B1.00 To understand the parts of speech

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.16 use predicate adjectives. | A predicate adjective follows a linking verb and describes or tells more about the subject. | identifying | A. Give students sentences in which linking verbs are followed by predicate adjectives. Have students draw two lines under the linking verb and circle the predicate adjective. | | |
| | | applying | B. Give students sentences, omitting the predicate adjectives. Have students fill in their own predicate adjectives. | | |
| | | applying, synthesizing | C. Give students a list of predicate adjectives and have them use them in sentences. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532C1.00 To understand the use of capitalization

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 use rules of capitalization in sentences. | The first word of a sentence, the pronoun "I," some abbreviations, initials, and proper nouns are capitalized.<br><br>Nouns which are capitalized include languages, names of buildings, names of heavenly bodies, and family relationships used as titles.<br><br>In quotations, the first word is capitalized. Rules for sentence capitalization apply to quotations. | applying<br><br>identifying | A. Give students several sentences to rewrite, using capital letters where they are needed.<br><br>B. Give students a pair of quotations, one in correct form and the other in incorrect form. Have them circle the correct form according to the rules of capitalization. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532C1.00 To understand the use of capitalization

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.02 use rules of capitalization in writing titles. | The first word, the last word, and all important words in the titles of books, poems, and stories are capitalized. | synthesizing | A. Have students make a list of titles on a specific topic, following rules of capitalization. For example, using a character or subject, have students list any books, poems, or stories relating to the topic using rules of capitalization.<br><br>B. Have students write a story with an original title, using rules of capitalization correctly. | | |
| 1.03 follow rules of capitalization for poems. | The first word, the last word, and all important words are capitalized in the titles of poems. In many poems, the first word in every line is also capitalized. | synthesizing | A. Have students write their own poems. Taking their rough draft, have them rewrite the poem in correct form using the rules of capitilazation. | | |
| | | evaluating | B. Let another student proofread the poem in Activity A for capitalization errors. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532C1.00 To understand the use of capitalization

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.04 write addresses using appropriate capitalization. | Each word in the name of a street, town, city, state, and country begins with a capital letter. Abbreviations are often used in addresses and begin with a capital letter. Students should follow all rules of punctuation regarding dates, addresses, sentences, and proper nouns. In addition, the first word in the greeting and closing of a letter requires capitalization. | applying, synthesizing | A. Give students a sample of a business letter and an envelope. Have them write a letter to a specific business or organization requesting information on a specific topic, using the sample as a guide. | L.A. 534E1 | |
| | | applying, synthesizing | B. Have the students write a friendly letter to a fellow student and address the envelope with their home address. | L.A. 534E1 | |
| 1.05 use rules of capitalizaton in outlines. | In an outline follow the rules of capitalization for titles. The first word in the topic and subtopic is capitalized. All rules of capitalization for sentences apply when writing an outline. | identifying | A. Using a model, identify with students the parts of an outline, including standard rules of capitalization. | L.A. 534E1 | |
| | | identifying | B. Have the class correct an example of an outline, using rules of capitalization. | L.A. 534E1 | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532D1.00 To understand the use of punctuation

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: 1.01 compose sentences using periods, question marks, and exclamation marks. | A period is used after statements and commands. A question mark is used to end a sentence that asks a question. An exclamation mark is used to end a sentence that shows strong feeling. | evaluating | A. Read several sentences to the class, including statements, commands, questions, and exclamations. From a group of cards with the three types of punctuation marks represented, have the students hold up the correct punctuation. | | |
| | | synthesizing, evaluating | B. Have each student write a "who," "what," "when," "where," and "why" question on a topic from a content area. Have students trade papers with a partner and write the answers in the form of a statement or exclamation. Rules of punctuation should be emphasized for this activity. | | |
| 1.02 use periods with abbreviations, initials, and titles. | A period is used after standard abbreviations for words, after letters when used as initials, and for titles such as "Mr.," "Mrs.," "Ms.", and "Dr." | applying, synthesizing | A. Give students a list of names including doctors, teachers, politicians, and other notable people in their community. Have students rewrite the list to include appropriate titles and initials to replace the full names in this list. | | |
| | | applying | B. Get a table of measurement from a math book. Provide students with a copy and have them identify the abbreviations, noting the use of periods. Now have them write a list of measurements using the abbreviated forms. For example, 12 inches would be written 12 in. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532D1.00 To understand the use of punctuation

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.03 use the apostrophe to form contractions and to show possession. | An apostrophe is used to show the omission of a letter or letters in contractions, and to show possession. | identifying, comprehending | A. Give students several sentences that include contractions. Have them identify the contractions. Next, have them write the two words that were shortened to form the contraction. | | |
| | | identifying, synthesizing | B. Give students a list of contractions and have them identify which letters were omitted. Now have them use the contractions in a sentence. | | |
| | | synthesizing, evaluating | C. Have students rewrite the sentences in Activity B, substituting the two words that were used to form the contractions in place of the contraction itself. Have them put a star beside the one that sounds the best to them. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532D1.00 To understand the use of punctuation

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.04 use commas correctly. | Commas indicate a pause between words. They are also used in dates, to separate words in a series, after the greeting and complimentary close in letters, to separate cities and states in addresses, and between the quoted words of a speaker and the rest of a sentence. | identifying, applying | A. Give students a letter including a date, greeting, closing, city and state, but with commas omitted. Have them proofread for comma omission. | | |
| | | identifying, comprehending, applying | B. Give students sentences in which words in a series are used. Have students insert commas where they are needed and tell how many items were in the series. | | |
| | | applying, identifying, synthesizing | C. Have students copy an excerpt of a conversation from a book they are currently reading. Have students use a colored pencil to circle the comma in the quote and write a rule or rules concerning the use of commas in quotations. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Grammar/Mechanics

**TERMINAL OBJECTIVE:** 532D1.00 To understand the use of punctuation

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.05 demonstrate correct use of quotation marks. | Quotation marks come in pairs and are used to indicate the words a person actually said. They are also used to enclose the title of a poem or story. | identifying, analyzing | A. Give students a list of sentences containing titles of books, poems, articles, etc. Have them place quotation marks where needed. | | |
| | | applying, identifying, synthesizing | B. Give students copies of several quotations. Have them use a colored pencil to circle the quotation marks and write a rule or rules concerning the use of quotation marks. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Spelling

**TERMINAL OBJECTIVE:** 533A1.00 To understand the sound/symbol relationship to spelling

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 use the sound/symbol relationship to spell words. | At this level most students have internalized the relationship between sounds and symbols and can use this knowledge to spell words. See sound/symbol content in the spelling strand at earlier grade levels. | analyzing, evaluating | A. Have students work in pairs to give a spelling pretest to each other. Then have them proofread for errors. If a spelling error is a sound/symbol error, have students focus on that particular sound and its corresponding symbol (s). | BSF Reading 52201 | |

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## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Spelling

**TERMINAL OBJECTIVE:** 533B1.00 To understand and spell correctly appropriate grade level words

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 spell fifth grade level words. | Students' spelling skills rely on decoding skills and sight vocabulary for success. Many different sequences are used in teaching decoding skills. The ideal time to introduce a new decoding skill is when the student has a need for it and is ready to learn it. For the purposes of this guide we recommend following the progrm outlined in your basal speller. Teachers should not, however, hesitate to teach a new skill even though it deviates from a previously planned sequence in order to meet the individual needs of each child. Sight word vocabulary lists may be used in conjunction with the basal speller. Students should also be encouraged to spell difficult words that are below fifth grade level. | organizing | A. Have students keep a notebook of difficult words. Set up a bulletin board that allows students to add a word from their notebook as they are able to master a word that previously gave them difficulty. | | |
| | | applying | B. Tell students that some people learn to spell words best by writing them. Have them practice writing their spelling words in different ways such as:<br>1. in fancy decorated letters,<br>2. five times in a row without lifting the pencil,<br>3. in the middle of a piece of notebook paper. Have them fold the paper in half and write the word again and continue to do this as they fold the paper. Open the paper and check their spellings. | | |
| | | applying | C. Tell students that some people learn to spell words best by hearing them. Have them practice spelling their words in ways such as:<br>1. whisper the word,<br>2. tape record the spelling words and spell the words with the recorder as a spelling duet,<br>3. look at the word and spell it (Close your eyes and spell the word 5 times),<br>4. sing the word. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Spelling

**TERMINAL OBJECTIVE:** 533B1.00 To understand and spell correctly appropriate grade level words

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 (continued) | | applying | D. Tell the students that some people learn to spell words best by seeing and touching the word. Have them practice spelling their words in ways such as:<br>1. write the word five times using a different way to write it each time. Have them say the letters as they write the words.<br>2. trace over the letters in the words with the finger. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Spelling

**TERMINAL OBJECTIVE:** 533C1.00 To understand the roles of study steps and proofreading in spelling

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 use a study step plan to spell words. | Study step plans are varied. A good study step plan will help visual, auditory, or tactile learners. Some students may have several sensory learning styles. As part of the learning process students should be aware of the method that works best for them. Some students will reach this level of awareness early in their school programs while others take a longer time to realize how they learn best. The study step method in the student's basal speller can provide structure for learning. The emphasis in this objective is not to point out that one study step plan is recommended over another but that a plan in itself is important. | applying | A. Have students copy a study step plan such as the following:<br>1. look at the word,<br>2. pronounce it,<br>3. say the letters in the order they occur,<br>4. repeat the letters in sequence with the eyes closed,<br>5. write the word without looking at it,<br>6. check the word for correct spelling.<br><br>B. Have students use the study step plan to study their weekly words. Have them discuss how the plan helped them learn the words. | | |
| | | evaluating | | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Spelling

**TERMINAL OBJECTIVE:** 533C1.00 To understand the roles of study steps and proofreading in spelling

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.02 proofread for errors. | A complete proofreading checklist is provided in the Language Arts Composition strand 534F1. The emphasis of this objective is to make students aware that proofreading for errors in spelling is a valuable tool in the spelling process. | applying | A. Have students copy the following proofreading steps for spelling and use them to check spelling errors:<br>1. check letter sequence,<br>2. check capitalization and punctuation affecting spelling,<br>3. check prefixes and suffixes,<br>4. check for letter omission. | L.A. 534F1 | |
| | | applying | B. See L.A. 534F1 for additional proofreading activities. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Spelling

**TERMINAL OBJECTIVE:** 533D1.00 To understand the roles of word meaning and word building skills in spelling

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.01 write plural nouns correctly. | Plural nouns name more than one person, place, or thing. An "s" is used to form the plural of most nouns. When a singular noun ends with "s," "x," "ch," or "sh," add "es" to form the plural. If a singular noun ends in "y" preceded by a vowel, an "s" is used to form the plural but if the "y" is preceded by a consonant, the "y" is changed to "i" and "es" is added. The plural form of some nouns is formed by changing the word itself; for example, "foot, feet." Some nouns have the same plural and singualr form; for example, "deer." | applying | A. Have students make up sentence pairs where singular - plural forms of words are used. For example, John loves to look at the sky. The skies above are blue.<br><br>B. Have students write sentences using nouns that are made plural by changing the word itself. Give students a list of the singular form of these nouns and have them use the plural form in a sentence. | BSF Reading 52205<br>L.A. 532B1 | |
| 1.02 write possessives correctly. | A possessive shows ownership and is formed by adding " 's" to singular nouns and "s'" to plural nouns. The emphasis in this objective is upon correct spelling of possessives. | applying | A. Give students a list of singular and plural nouns to make possessive. Have students use these words in a sentence showing ownership. Have them check their papers for correct form and spelling. | BSF Reading 52206<br>L.A. 532B1 | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Spelling

**TERMINAL OBJECTIVE:** 533D1.00 To understand the roles of word meaning and word building skills in spelling

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.03 write compound words correctly. | A compound word is formed by putting two separate words together to make a completely different word. Some words making up compounds can be used repeatedly ("any" or "every") and the meaning of the word is self-explanatory (anything means any thing) while other compound words have their own meaning (butterfly means an insect). | applying | A. Give students a list of words that are a part of common compound words. Have students write a compound word for each word on the list. | BSF Reading 52203 | |
| | | applying, evaluating | B. Have students use the compounds created in Activity A in sentences. Have them check their papers for spelling errors. | | |
| 1.04 use base words with suffixes and prefixes. | A base word is the simplest form of a word. It is sometimes called a root word. Instruction should include changes in spelling of the base word when certain suffixes are added. | applying | A. Give students a list of base words and a list of suffixes used with those base words. Have students write the words in this manner: wonder + ful = wonderful. | | |
| | | applying | B. Repeat Activity A using prefixes. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Spelling

**TERMINAL OBJECTIVE:** 533D1.00 To understand the roles of word meaning and word building skills in spelling

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.05 analyze contextual clues to determine meanings of words. | Contextual aids including word elements (prefixes, suffixes), experience clues, familiar expression, substitute words, and pictures/diagrams/charts can be used to determine the meaning of words in spelling. Contextual clues must be used to derive correct homophone spellings, for example, red-read; sum-some; etc. The use of contextual aids to determine word meanings should be stressed as a continuous skill. | analyzing | A. Give students sentences in which a word is unknown. Have students analyze the contextual aids to determine the meaning of the word. | BSF Reading 52106 | |
| | | evaluating | B. Discuss with students the various clues that allowed them to determine the meaning of the word. | | |
| | | evaluating | C. Look up the words in a dictionary and compare the meaning there with the meaning the students derived. | | |
| | | analyzing, applying | D. Read students sentences which include homonyms. Have students spell the homonyms correctly, deriving the word choice from the context of the sentence. | | |
| 1.06 use multiple meanings of words. | Words can have more than one meaning. Depending upon the way a word is used, it can be a verb in one sentence and noun in another sentence. | analyzing | A. Give students a list of words and several sentences using those words. Omit the specific word from each sentence. Have students fill in the blank with the correct word choice. | BSF Reading 52110 | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Spelling

**TERMINAL OBJECTIVE:** 533D1.00 To understand the roles of word meaning and word building skills in spelling

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.07 analyze word meanings by using a dictionary. | Instruction for use of a glossary or dictionary can be found in the BSF Reading Reference and Study Skills Strand. | evaluating | A. Give students sentences, underlining a specific word in each sentence. Have students locate the specific words in a dictionary and compare the meaning in the dictionary to the way the word was used in the sentence. | BSF Reading 52304 | |
| | | evaluating | B. Discuss the meanings of the words as a class. | | |
| | | applying, analyzing | C. Have students write the words as they hear them used in a sentence. Check for correct spelling. | | |
| 1.08 use inflectional endings to spell words. | An inflectional ending is the change in the form of a word showing its case, gender, number, person, time, mood, or comparison. Instruction should include: dropping the final "e" when "ing" is added, when the final consonant should be doubled, and changing "y" to "i." | applying | A. Give the students a group of base words and have them add inflectional endings. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Spelling

**TERMINAL OBJECTIVE:** 533D1.00 To understand the roles of word meaning and word building skills in spelling

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.09 recognize syllable patterns. | The ability to break words down into syllables is an aid in learning to spell. Each syllable in a word has one vowel sound. When you divide a word into syllables, you can follow syllable patterns such as VC/CV, which has previously been introduced in the third grade BSF Language Arts Guide. At this time the V/CV and VC/V patterns are introduced. Both of these patterns apply to words with accented first syllables. For words having a long vowel sound in the first syllable use the V/CV pattern. If the vowel sound is short in the first syllable, use the VC/V pattern. These rules apply to most words. | identifying<br><br>identifying<br><br>identifying | A. Give students a list of words including words with the VC/CV ,V/CV, and VC/V patterns. Have students draw a line through the words with the VC/CV pattern.<br><br>B. Using the words in activity A, have students identify the long or short vowels in the first syllable.<br><br>C. Have students identify which spelling pattern is used for each word, V/CV or VC/V, according to the long or short first syllable vowel sound. | BSF Reading 52208 | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534A1.00 To understand the elements of a complete sentence

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 distinguish between complete and incomplete sentences. | A sentence is a group of words consisting of a subject and predicate, that expresses a complete thought. Words are placed in a sentence in an orderly manner. Sentences begin with a capital letter and end with a period, question mark, or exclamation point. | analyzing | A. Give students a group of complete and incomplete sentences. Have them examine the examples and label them as complete or incomplete. Have them explain why they are complete or incomplete. | | |
| | | analyzing, categorizing | B. Have students divide a sheet of paper into two columns, one for complete sentences and one for incomplete sentences. Then give them a group of complete and incomplete sentences to be placed in the proper column. | | |
| | | applying | C. Give students an incomplete sentence. Have students rewrite the sentence to make it complete. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534A1.00 To understand the elements of a complete sentence

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.02 distinguish between simple and compound sentences. | Simple sentences that have some relationship to each other can easily be combined. Two complete sentences can be joined together by using the words "and" or "but" and putting a comma before the words "and" and "but." For example, "Joan is going to the beach." "Her brother cannot go with her." "Joan is going to the beach, but her brother cannot go with her."<br><br>A simple sentence has a complete subject and a complete predicate. Simple sentences may have a compound subject, compound predicate, or both.<br><br>A compound sentence is made up of two or more simple sentences joined by a coordinating conjunction. | applying | A. Ask students to look at the sentences before and after they were combined. Have them decide which is better and tell why. | L.A. 532A1 | |
| | | evaluating | B. Give students several compound sentences and have them underline the two simple sentences which were combined to form the compound sentence. Now have them circle the word that connects the two sentences. | | |
| | | applying | C. Give students two simple sentences that are related and ask them to decide how they would make them into a compound sentence. This can be an oral assignment. | | |
| | | classifying | D. Give students several simple and compound sentences. Have them classify the sentences as simple or compound and explain why they are simple or compound. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534A1.00 To understand the elements of a complete sentence

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.03 formulate sentences using words that add detail. | Words can be added to sentences that will help them convey an idea in a more detailed way. Adjectives and adverbs add detail to sentences. | synthesizing | A. Give students a subject and verb and have them expand the basic sentence by including detail words. | | |
| | | synthesizing | B. Have students write five sentences that describe someone or something. Have them underline the words that add detail to the sentences. | | |
| 1.04 write examples of the types of sentences. | There are four types of sentences: declarative, interrogative, exclamatory, and imperative. Declarative sentences make a statement and end with a period; interrogative sentences ask a question and end with a question mark; exclamatory sentences show a strong feeling and end with an exclamation point; and imperative sentences give commands and end with a period.<br><br>The characteristics of each type of sentence should be taught separately. | synthesizing | A. Have students write five imperative sentences about how they should organize a class field trip. | | |
| | | synthesizing | B. Have students write five interrogative sentences asking a famous explorer questions. | | |
| | | synthesizing | C. Have students write five exclamatory sentences about a trip to another country. | | |
| | | synthesizing | D. Have students write five declarative sentences about their favorite school subject. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534B1.00 To understand paragraph organization and development

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 examine the parts of a paragraph. | A paragraph is a group of sentences about one idea. The main idea is expressed in a topic sentence which is many times the first sentence of the paragraph. All other sentences support the topic by stating details that tell more about the topic sentence. The first sentence in a paragraph is indented. | identifying | A. Give students a paragraph and have them underline the topic sentence. | | |
| | | categorizing | B. Give students several paragraphs and have them make two columns on their paper, writing in one column the main idea and in another column detail sentences. | L.A. 535A1<br>BSF Reading 52115 | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534B1.00 To understand paragraph organization and development

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.02 recognize relevant and irrelevant information in a paragraph. | A paragraph is a group of sentences about one idea. Each sentence in the paragraph conveys or supports the main idea. If a sentence does not convey or support the main idea it is not relevant to that particular paragraph and should be omitted. | identifying, analyzing, synthesizing | A. Give students a paragraph containing several sentences which are not relevant. Have them draw a line through the irrelevant sentences. Then have them rewrite the paragraph omitting the irrelevant information. | | |
| 1.03 write paragraphs. | Students at this grade level should be able to write a paragraph that conveys a main idea, has a topic sentence and detail sentences, and begins with an indented line. Instruction should note that the topic sentence is usually the first sentence. The emphasis of this objective is on paragraph structure. | applying, synthesizing | A. Have the students refer to their science or social studies basal and pick a subtopic heading within a unit or chapter. Using this as a guide for the main idea of a paragraph, have them read all information under that subtopic. Then have them write a paragraph to summarize what they have read. | | |
| | | applying, synthesizing | B. Have the students read a short newspaper article and rewrite the article in one paragraph. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534C1.00 To understand the elements of style in written composition

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.01 demonstrate style by writing a poem. | A poem is a means of communicating through the use of descriptive language. Some poems use comparisons to describe things. Poems may or may not rhyme. | synthesizing | A. Have students write a weather poem. (It is recommended to write the poem about the existing weather.) Have students use descriptive phrases to write the poem. | | |
| | | synthesizing | B. Have students write poems about an emotion. Have them write descriptive phrases telling how the particular emotion looks, smells, tastes, sounds, and feels. | | |
| 1.02 demonstrate style by writing a descriptive paragraph. | A descriptive paragraph is a group of sentences that describes or tells about something. The creative process in which the writer originates and develops the paragraph is emphasized in this objective. A descriptive paragraph not only describes how something looks but also how it feels, tastes, or smells. | synthesizing | A. Have students take off one shoe and place it on their desks. Now have them write a descriptive paragraph about the shoe. Have students draw a picture of the shoe to go with the paragraph. | | |
| | | synthesizing | B. Have students pick an object in the classroom and write a descriptive paragraph about it. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534C1.00 To understand the elements of style in written composition

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.03 demonstrate style by writing a factual paragraph. | Students have already been introduced to the process of writing sentences in paragraphs. This objective is intended to encourage students to write sentences that give information. They should answer the questions " who," " what," " when," "where," " why," and " how" with their statements. | comprehending | A. Make the students reporters and assign them events to cover. Have them make notebooks, which could have one page for each question (who, what, when, where, why, and how). They should interview someone at the events about the important things that happen and make notes in their notebooks. When they come back to the class, they should write a paragraph about their events, answering the questions "who," "what," " when" " where," " why," and " how." | BSF Reading 52131 | |
| | | synthesizing | B. The paragraphs from Activity A can be collected to form a class newspaper. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534C1.00 To understand the elements of style in written composition

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.04 demonstrate style by writing a story. | This objective will give students the opportunity to write more than one paragraph. Basically, the emphasis here is on how to write thoughts in an ordered manner around a subject. The students can be told there will be three parts to their stories, a beginning, middle, and end. The story will tell about something that happens to someone. The beginning can tell about the person and what they were doing; the middle can tell about the thing that happened; and the end can tell how the person felt after the thing happened. | applying, analyzing, synthesizing | A. Have students write a story that addresses the content considerations. The story may be divided into three paragraphs with the beginning the first paragraph, the middle the second paragraph, and the end the third paragraph. Ask students to create titles for their stories. | | |
| | | applying, synthesizing | B. Have students think of an experience that they remember best and that they would like to write about. They may wish to write down a few words about the things that happened to help recall what they will write about. Before they write a paragraph ask them to draw a picture for each thing that happened. Then ask them to write one paragraph about each picture. Upon completion, have students create a title for each paragraph. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534D1.00 To understand creative expression through writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.01 formulate ideas. | The emphasis in this objective is on the prewriting stage of composition. Ideas for written composition may be original or gathered from other sources. Brainstorming, freeform writing, imagining, questioning, talking with others, and reading are some ways of forming and developing ideas for writing. The ideas that are formulated can then be organized in written form for composition activities. | creating | A. Give students a topic to brainstorm. Have them write down as many ideas as they can think of about a specified topic within a reasonable amount of time. | | |
| | | applying<br>synthesizing | B. Have students prepare to write for a timed period. Instruct students to think about space travel for the next 10 minutes and write down any ideas or thoughts about the subject. Now have students share their thoughts and ideas with each other. | | |
| | | applying | C. Provide students with resource material (this can be a library activity). Have students look through the material in order to find ideas about which they would be interested in writing. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534E1.00 To understand functional writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.01 write an invitation. | An invitation is a note that invites someone to a special event. The information included in the invitation should answer the questions, "what," "where," and "when," about the special event. | synthesizing | A. Have students write someone an invitation to a party they would like to have. ( This activity can be adapted for a class party.) | | |
| | | synthesizing | B. Have students write an invitation to a great discovery. For example, "you are invited to attend the discovery of the wheel, electricity, etc." They must be sure to tell "when," "where," and "what" to bring. | | |
| 1.02 write a letter. | A letter is a way to communicate to others. Students at this grade level have already been introduced to friendly letters and thank-you notes. These letter types should be reinforced as maintenance skills. Business letters are introduced at this time. The business letter has a heading, inside address, greeting, body, closing, and signature. Refer to the basal text for instruction and placement of letter parts. | applying, synthesizing | A. Have students write a thank-you note expressing thanks for a school-related event. | | |
| | | applying, synthesizing | B. Have students write a friendly letter to their favorite movie star or sports figure. | | |
| | | applying, synthesizing | C. Using a model, have students write a business letter requesting information from a charity organization such as the World Wildlife Fund. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534E1.00 To understand functional writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.03 address an envelope. | An envelope is a means of sending communication. The return address, mailing address, and the stamp are the parts of an addressed envelope. | applying | A. Have students draw an envelope on their papers. Now have them copy the parts of an envelope from a model. | | |
| | Refer to the basal text for instruction and placement of envelope parts. | applying | B. Give students blank envelopes. Using the model, have them address an envelope for the invitation written in Activity B,1.01 or the business letter in Activity C,1.02. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534E1.00 To understand functional writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.04 write directions. | Directions are given as an order to do something or to tell how to do something. Directions are given sequentially and the words "first," "last," "next," and "then" are helpful in showing sequence. Directions can be oral or written. The emphasis in this objective is placed upon writing directions. | synthesizing | A. Have students write directions for a recipe, planting a tree, setting a watch, etc. | BSF Reading 52313 | |
| | | synthesizing | B. Give students a simple map. Have them use the map to write directions to a point you designate. | BSF Reading 52311 | |
| 1.05 use note-taking skills. | Students should take notes to summarize information in their own words. Notes do not have to be in complete sentences. Note-taking is used in the gathering of information for a report or project. Students should also take notes as a means of collecting ideas before they write a composition. | applying, synthesizing | A. Have students read a short selection about any current topic of study. Have them take notes on the selection in their own words. This activity can be used as a part of the prewriting stage of a report. | | |
| | | applying, synthesizing | B. Give students a topic to brainstorm. Have them jot down notes about the topic. These notes can be used as a part of the prewriting stage of a composition. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534E1.00 To understand functional writing

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.06 write an outline. | An outline is a way to organize ideas. Main topics are designated with roman numerals and subtopics are designated with capital letters. For exact instruction and outline placement, refer to the basal text. At this grade level the student would be expected only to write information given to them into an outline form that is already set up. | applying | A. Give students an existing shell of an outline you wish them to complete. Give them the title, main topic, and subtopics. Have them complete the outline with the given information. | | |
| | | applying | B. Let the students take a book they are currently reading and fill in an outline form. Each chapter heading can serve as a sub-topic. This can also be done using a table of contents in a basal text. | | |
| 1.07 write a report. | A report is a presentation of information gathered about a topic. The information is based on facts found through research and is told in the student's own words. | applying, synthesizing | A. Give students a topic in a content area subject such as science, social studies, or health. Provide them with sources such as the text, encyclopedia, or a short article from a student-oriented magazine. Have students read for information. Before reading give the students a purpose for reading such as, "Look for the two most important ideas about the topic". Using the two ideas as topic sentences, write two paragraphs in the form of a report. | | |
| | | applying, synthesizing | B. Repeat Activity A giving the students two sources of related information. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Writing

**GOAL:** 53000 Understanding and utilizing written communication

**STRAND:** Composition

**TERMINAL OBJECTIVE:** 534F1.00 To understand revision and proofreading skills

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 proofread and revise to correct errors and improve written material. | The final phase of any writing composition is checking for errors. The writer will proofread for omitted words, legibility of handwriting, punctuation, capitalization, spelling, and paragraph indention. Many times a writing project can be improved by revising it for better word choice. Revision is included in the final phase of writing. Editing procedures are left to the discretion of the teacher. | synthesizing, evaluating, analyzing | A. Have students evaluate any written composition using the following checklist:<br>1) Is my handwriting legible?<br>2) Did I use proper capitalization?<br>3) Did I use correct punctuation?<br>4) Did I spell each word correctly?<br>5) Did I indent paragraphs?<br>6) Is revision necessary? | | |
| | | synthesizing, evaluating, analyzing | B. Have the students exchange papers and do Activity A. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Thinking and Organizational Skills

**TERMINAL OBJECTIVE:** 535A1.00 To develop critical thinking skills

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 make and describe observations | The skilled observer looks at the appearance and or behavior apparent in an action, object, or person, and does not integrate personal feelings or perceptions in that observation. The ability to make skilled observations is important to nearly all fields of study. As a part of instruction, students should consider when they can make skilled observations in their studies and personal lives. | applying | A. Have students observe the moon's phases. Give them a checklist outlining the pases of the moon in a monthly cycle. Have students write their observations about the conditions on a given night during each phase. For example,<br>full moon -- September 5<br>conditions -- partly cloudy, windy, chilly, moon visible | | |
| | | applying | B. Observe first aid methods as demonstrated by the teacher or school nurse. Emphasize the difference between a skilled observation intended to learn the technique and a casual observation of the procedure. | He. 5611, 5612 | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Thinking and Organizational Skills

**TERMINAL OBJECTIVE:** 535A1.00 To develop critical thinking skills

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.02 ask questions to gather information. | People ask questions to find out information. The basic questions are who, what, when, where, why and how. However, students should learn not only to ask those questions, but to generally ask questions that will give them precisely the information they are seeking. This means questions should be designed to give them something other than a yes or no answer. To accomplish this, students must first select a topic in which they are interested. Then they have to identify gaps in their schema (their understanding of the topic). Students may need to be encouraged not to consider their questions simple. Each person approaches things with a different schema. | applying, analyzing, synthesizing | A. Ask someone from the school or community to make a presentation to the class. Before the guest arrives, discuss the topic to be presented with the class. Have students write down several questions they would like to ask the guest about the topic. | | |
| | | applying, analyzing, synthesizing | B. Group students in pairs. Instruct them to ask each other questions such as:<br>1. What makes you happy?<br>2. What makes you sad?<br>3. If you could be somewhere else today, where would you be?<br>4. What are your successes?<br>5. What do you want to become? | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Thinking and Organization Skills

**TERMINAL OBJECTIVE:** 535A1.00 To develop critical thinking skills

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.03 make comparisons and contrasts. | Students at this age are improving their ability to note the attributes of objects and, use these attributes to show how two things are alike. These comparisons may take the form of analogies. Students may use the words "like" or "as" when making comparisons. They also are able to use the comparative and superlative forms of adjectives. They are reaching a stage when they will be asked in several subjects to compare or contrast how people or occurrences are alike or different. At this point, students will need considerable guidance in making these judgments. In math students will be asked to make comparisons and contrasts between number groupings. | applying, analyzing | A. Have students compare and contrast characteristics of two types of birds. For example, have students compare and contrast an eagle and a robin. Have them make a chart of these characteristics and write several sentences describing these comparisons. | Sc. 552E1 | |
| | | applying, analyzing | B. Give students information about a certain time period in history, such as colonial days. Allow students to check other resources if necessary. Ask students to compare and contrast colonial life with present day life. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Thinking and Organizational Skills

**TERMINAL OBJECTIVE:** 535A1.00 To develop critical thinking skills

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.04 classify. | Students are improving their ability to organize things into categories. They are developing an ability to assess a variety of characteristics and categorize objects into more than one class. They are beginning to note that one class may be a subset of another class. They will use this ability to classify animals, plants, and other objects of nature in science. In math they will use classifying when they determine fraction equivalents and when they perform operations involving a group of numbers. In language arts they are learning that there is a connection between the main idea and supporting sentences. | analyzing<br><br>analyzing | A. Give students several common household objects. Have students make their own classification system by grouping the objects in as many sets as possible based on common characteristics. Have students make a list of each classification and those objects belonging to each classification.<br><br>B. Have students take a basal text in Science, Health, or Social Studies and with the teacher's help, identify three or four main topics or ideas presented in a chapter or unit. Then the students should be able to pick key sentences from the text that give information relevant to the topics by putting them in outline form. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Thinking and Organizational Skills

**TERMINAL OBJECTIVE:** 535A1.00 To develop critical thinking skills

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.05 place objects and/or information in sequential order. | Students at this age are improving the ability to place objects in an ordered manner and are developing the ability to establish correspondences. They can sequence the elements in a story. In addition, students should be able to infer the sequence (or time) in a story from clues in the text. In math, students will be expected to demonstrate such skills as the ability to perform operations in a sequential manner. Students will sequence in science when they study such areas as the functioning of the human body or geology. The ability to sequence is used in an understanding of the effect of earlier events and occurrences on subsequent ones in social studies. Instruction should ask students to consider where they can apply the sequencing skills in their studies or personal lives. | applying, analyzing<br><br>applying, analyzing | A. Have students pick an explorer and chart the explorer's route by time or discovery.<br><br>B. Have students put the digestive or circulatory system in sequential order according to the function of each part. | Sc. 552G4, 552G6<br>BSF Reading 52113 | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Thinking and Organizational Skills

**TERMINAL OBJECTIVE:** 535A1.00 To develop critical thinking skills

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.06 make inferences. | When people make inferences they identify something that has happened or that exists without being told about that thing's occurrence or existence. To make an inference, students must have the background experience to understand the facts of the situation, the inferred experience, and the relationship between the two. Then they must identify the inferred experience. Students at this grade level will be asked to infer such things as the main idea and a character's emotions in language arts. As a part of instruction, students should consider how they make inferences in their studies and personal lives, and how to make inferences well-founded. | applying, analyzing | A. Have students read a selection from a basal text and write one factual question and one inferential question about the passage. Use these questions for class discussion, emphasizing the inferential questions. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Thinking and Organizational Skills

**TERMINAL OBJECTIVE:** 535A1.00 To develop critical thinking skills

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.07 make generalizations. | When people make generalizations they derive a general principle, law, or rule from a particular situation. To do this, students must understand the situation with which they are working, and they will need to know that laws and principles are basic doctrines, assumptions, or rules by which people live. Finally, they will need to know how to derive a principle, rule, or law from a situation. As a part of instruction students should consider when they make generalizations in their studies or personal lives and whether the generalizations they make are valid based upon the situation from which they are making the generalization. In social studies, they may be asked to make generalizations in their study of such areas as the individual's role in government. They will be able to identify the lesson taught by a reading selection in language arts. | analyzing, synthesizing, evaluating<br><br>analyzing, synthesizing, evaluating | A. Have students read one of Aesop's Fables. Ask them to identify and discuss the moral of each fable they read. As a part of the discussion, ask them to give one or more reasons why the moral was a good moral based on the happenings that occurred in the story. Students may follow-up this activity by reading other Aesop's Fables and writing a paper which describes and supports the moral of a fable.<br><br>B. Discuss with the students some of the stories they have read in reading that had morals. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Thinking and Organizational Skills

**TERMINAL OBJECTIVE:** 535A1.00 To develop critical thinking skills

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.08 determine cause and effect. | Things generally happen for a reason or as a result of another event. The initial action is the cause; the final action is the effect. The fact that actions have a consequence is an important lesson. An understanding of the cause/effect relationship gives a greater understanding of how things and people work. Students should be reinforced for questions of why and need to learn that answers can come from a variety of sources. They can be encouraged to speculate on answers before they search for (or are told) answers. Students at this age will have difficulty considering abstractly a variety of causes and effects. In language arts, social studies, and science, students will determine limited cause/effect relationships. As part of instruction students should consider how cause/effect relationships can be a part of thinking in their studies and personal lives. | analyzing | A. Show students pictures depicting various climates in different regions of the globe. Discuss the factors of each climate and the effect these factors would have on the life-style in these regions. | | |
| | | analyzing, synthesizing | B. After a unit on substance use and abuse, have students discuss the effects that these substances have on the body. Have them illustrate the cause and effect of substances in poster form. | He. 561J1, 561J2 | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Thinking and Organizational Skills

**TERMINAL OBJECTIVE:** 535B1.00 To develop creative thinking skills

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.01 brainstorm ideas. | Students use brainstorming to spontaneously generate ideas which they evaluate and develop later. | synthesizing | A. Have students brainstorm possible inventions to improve the quality of life in the 21st century. Let students as a group or individually design an invention resulting from the brainstorming process. | S.S. 5411, 5431<br>Sc. 551A1 | |
| | | synthesizing | B. Have students use brainstorming as the initial stage of a class project that is relevant to the current area of study. | | |
| 1.02 create an original idea. | Creative thinking involves realizing there is more than one approach to a problem or situation. | synthesizing | A. Have students take the ideas in 1.01 to generate an original approach. To stimulate creativity, ask questions such as "How can you improve upon your invention? Can you think of an invention of which no one else has thought?" | | |
| 1.03 elaborate on an idea. | This objective encourages students to complete or elaborate on an existing idea in a creative way. | synthesizing | A. Show students a picture of an Indian artifact and discuss how it was used. Have them elaborate to create their own artifact by drawing and describing an artifact and its purpose.<br><br>B. Discuss secret codes with the class and show them examples. Have them create their own secret codes. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Listening Skills

**TERMINAL OBJECTIVE:** 536A1.00 To understand the use of listening skills in gathering information

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: 1.01 use listening skills to follow directions. | Directions are given as an order to do something or to tell how to do something. Directions are given sequentially and the words "first," "last," "next," and "then" are helpful in showing sequence. The emphasis in this objective is on following oral directions. | applying | A. Record multiplication tables on tape to be used as a drill. Give students exact directions on the tape for the manner in which the drill should be followed. For example, "Put your name in the upper right hand corner. Put the date in the upper left hand corner. Listen as I say a multiplication fact. Write the answer and listen as I repeat the fact." | | |
| | | applying, synthesizing | B. Have students work in pairs. Give several geometric shapes on cards to one member of each pair, who should give directions for the other partner to follow in order to duplicate each shape. A design can be formed. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Listening Skills

**TERMINAL OBJECTIVE:** 536A1.00 To understand the use of listening skills in gathering information

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.02 formulate sequence. | Sequence tells the order of events In listening for sequence the terms "first," "last," "next," "finally," "soon," "later," and "then" can be helpful. Many times sequence is not directly stated and must be inferred from clues found in a selection. | comprehending, identifying | A. Read a passage or story to the students and have them listen for the order in which the events took place. Have the students tell what happened immediately after a certain event. | L.A. 52111<br>BSF Reading 52112 | |
| | | synthesizing, arranging | B. Have students use the selection in Activity A to create a cartoon of the events in the order in which they occurred. | | |
| 1.03 use listening skills to answer questions. | As students listen to selections, they will gather more information if they listen with a purpose. Thinking of questions and answers during the listening process helps in the gathering of information. | applying | A. Read students a short passage from another content area subject such as social studies, science, or health. Before reading the passage, give students several specific questions to answer. After hearing the passage, have students answer the questions. Read the passage again and have students check their answers. | | |
| | | synthesizing, recalling, questioning, evaluating | B. Show students a picture about a selection. Have them write down several questions about the picture. Instruct them to listen for the answers to their questions as you read the passage or story. Read the selection again and have students check their answers. | | |

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Listening Skills

**TERMINAL OBJECTIVE:** 536A1.00 To understand the use of listening skills in gathering information

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.04 use listening skills to identify the main idea. | As students listen to selections, they will gather more information if they listen with a purpose. Students should be encouraged to listen for the most important idea in a selection. | identifying, synthesizing, evaluating | A. Read a simple passage that includes a statement of the main idea of a selection from any content area , such as social studies, health or science. Ask students to listen for the main idea. Have them write the main idea for the selection. Read the paragraphs again and discuss the main idea. Have students compare their answers with the main idea discussed. | BSF Reading 52115 | |
| 1.05 use listening skills to gather information. | Listening skills can be used to gather information from a wide range of sources. At this grade level, class discussions, guest speakers, interviews, and telephone conversations are appropriate resources. | applying | A. Give students a form listing the specific information they are to gather from an interview, a telephone conversation, or from a speaker on a specific topic. Have the students complete the form using the acquired information. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Listening Skills

**TERMINAL OBJECTIVE:** 536B1.00 To develop an appreciation of literature through the use of listening skills

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.01 use listening skills to appreciate literature. | Literature includes well-written poems, stories, and books. The types of literature presented should be varied and allow for a wide range of student interests. The emphasis of this objective is on literature received by listening. | comprehending, applying, synthesizing | A. Identify the various sections of the library for the class and have them select a story of interest. Have them write down the title and author of the book. Then have them write a television ad about the book convincing others to read it. As students listen to the ads, have them keep a list of the books they might be interested in for future library visits. | | |
| | | listening, applying | B. Select a classic appropriate to this grade level and set aside time each week to read to the class. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Listening Skills

**TERMINAL OBJECTIVE:** 536B1.00 To develop an appreciation of literature through the use of listening skills

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.02 use listening skills to distinguish among literary forms. | At this grade level, identification of literary forms should include fairy tales, folk tales, poetry, and plays. Other forms of literature can be included at the teacher's discretion. | analyzing, comprehending | A. As students are exposed to a variety of literary forms, have them keep a list of literary favorites in each category. A listening center could be used to give students more opportunities to hear many types of literature. | | |
| | | evaluating | B. Give students a form with the following information on it to be used at the listening center:<br>(l) title<br>(2) type of literary form<br>(3) date listened to<br>(4) reaction. | | |
| | | comprehending | C. Pick a literary form of the week and have students work in groups to share favorite examples of literature on a designated day. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expressing

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Oral Communication Skills

**TERMINAL OBJECTIVE:** 537A1.00 To understand the relationship between vocabulary development and oral communication

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.01 use vocabulary to communicate thoughts and ideas. | Vocabulary develops through written as well as oral communication. Students will naturally increase their vocabulary as they move through their school programs. Vocabulary development incorporates content-area vocabulary. Students are encouraged to make this expanded vocabulary a part of their ever-increasing language. | applying | A. Have students keep a notebook of the new words they are able to use. Tell them that in order to add a word to the notebook, they must have used the word five times in an oral sentence correctly. | | |
| | | applying | B. As students are introduced to new content-area vocabulary words, have them use this new vocabulary to write sentences, paragraphs or stories. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Oral Communication Skills

**TERMINAL OBJECTIVE:** 537B1.00 To use standard English in communicating effectively

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.01 assess subject-verb agreement. | Subjects and verbs agree if both are singular or both are plural. The subject may be a noun or pronoun. | synthesizing, evaluating | A. Have students divide into groups and tell about a favorite movie or book. Have the group evaluate the speaker for subject-verb agreement. This activity can be tape recorded for self-evaluation. | | |
| | | applying, synthesizing, evaluating | B. Give each student a subject and have him/her give a sentence orally about the subject. Have the class write down the subject and the verb of the sentence and check the sentence for agreement. | | |
| 1.02 distinguish between regular and irregular verbs in oral communication. | Irregular verbs do not add -ed to form the past tense and have special past forms. Some of these irregular verbs and their past tense forms are: give - gave; do - did; see - saw; come - came; run - ran; and go - went. Specific instruction regarding irregular verbs can be found in the basal text. | applying | A. Read several sentences to the class using correct and incorrect verb forms. Have them raise their hands when they hear the correct form used. | | |
| | | synthesizing | B. Have students write dialogue for a weather show and underline the irregular verbs. Have them perform their dialogue for the class. | | |

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Oral Communication Skills

**TERMINAL OBJECTIVE:** 537B1.00 To use standard English in communicating effectively

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.03 distinguish between pronouns used as subjects and objects in oral communication. | The pronouns "I," "we," "you," "he," "she," "it," or "they" are used as subjects of a sentence. The pronouns " me," "us," "you," "him," "her," "it," or "them" will come after a verb. When talking about yourself and someone else, the other person is always named first. To show ownership, the possessive pronoun forms "my," "our," "your," "his," "her," its," or "their" are used. Object pronouns are introduced at this time. Use object pronouns after an action verb. | identifying, applying | A. Give students an oral sentence using a noun for the subject and an object pronoun in the predicate. Have students identify the noun and the object pronoun. This is an oral activity. | L.A. 532B1 | |
| | | applying, synthesizing | B. Ask students a question requiring them to respond orally with a complete sentence that includes a pronoun for the subject and an object pronoun in the predicate. (e.g., "Who has finished the homework?" "I have finished it.") | | |
| 1.04 compare the use of negatives in sentences. | A sentence becomes negative when "not," "no," "nothing," "nobody," "none," or "never" is added to an affirmative sentence. | applying | A. Give students several affirmative sentences and have them make them into negatives. | | |
| | | applying, synthesizing, evaluating | B. Have students work in pairs, telling their partner five negative sentences of things that they: don't have; don't like; would not do. Have their partner check for correct usage. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Oral Communication Skills

**TERMINAL OBJECTIVE:** 537B1.00 To use standard English in communicating effectively

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.05 use comparative and superlative adjectives in oral communication. | At this time comparative and superlative adjectives are introduced. When two persons, places, or things are compared use the "er" form of an adjective. Use the "est" form of an adjective to compare three or more persons, places, or things. The words "good " and "well" are often used incorrectly and may require special attention. | applying | A. Give students a list of adjectives and have them write the "er" and "est" form of each adjective. Now let students use the comparative and superlative adjectives in an oral sentence. | L.A. 532B1 | |
| | | applying | B. Give students an oral sentence (e.g., The girl is tall.) and have them supply a comparative sentence (e.g., The woman is taller.). | | |
| | | applying | C. Show students pictures of a common subject (e.g., trees). Have students make up oral sentences that compare the pictures. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Oral Communication Skills

**TERMINAL OBJECTIVE:** 537B1.00 To use standard English in communicating effectively

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.06 use comparative and superlative adverbs in oral communication. | Comparative and superlative adverbs are reinforced at this time. When one action is compared to another the "er" form of the adverb is used. Most adverbs ending in "ly" are made comparative by placing the word "more" before the adverb. When one action is compared to all other actions add "est" to the adverb to form the superlative. Adverbs ending in "ly" are made superlative by placing "most" before the adverb. Other adverbs have irregular comparative and superlative forms such as: well - better - the best; badly - worse - the worst. The words "good" and "well" are often used incorrectly and may require special attention. | applying<br><br>applying | A. Give students a list of adverbs and have them write the comparative and superlative form of each adverb. Now let students use the forms in an oral sentence.<br><br>B. Give students an oral sentence and have them supply a comparative or superlative sentence. (He ran hard. He ran the hardest.) | L.A. 532B1 | |
| 1.07 use prepositions in oral communication. | A preposition connects a noun or pronoun to another word in the sentence. There are approximately sixty prepositions used frequently in language. The most commonly used are: "in," "to," "from," "for," with," "on," "by," "at," and "of." | identifying, synthesizing | A. Give students a list of common prepositions. Read them a selection or story segment and have them raise their hands when they hear a preposition. Now have them pick a preposition to use in an oral sentence. Have the other students raise their hands when they hear the preposition. | | |

# LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Oral Communication Skills

**TERMINAL OBJECTIVE:** 537C1.00 To demonstrate effective self-expression

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.01 use expression in oral communication. | A speaker uses pitch, rate, stress, rhythm, pauses, and body language to express ideas or feelings. | identifying | A. Read students short passages that express obvious feelings (i.e., sadness, happiness, excitement, etc.). Have students identify the emotions and discuss how the speaker used his/her voice and body language to convey the emotion. | BSF Reading 52101 | |
| | | applying, identifyfing | B. Divide the class into groups and give each student a passage expressing a certain emotion. Have students share the passage with the group using appropriate expressions. The group will tell the speaker which emotion was conveyed. | | |
| 1.02 communicate oral directions clearly. | Directions are given as an order to do something or to tell how to do something. The emphasis here is placed upon giving oral directions. | applying | A. Have students give 1-minute speeches giving directions for making a sandwich, planting a tree, or riding a bike. | L.A. 52313, 52314 | |
| | | applying | B. Have students work in pairs. Have them practice giving oral directions by telling their partner how to get to a particular destination. | | |
| | | synthesizing | C. Have students work in pairs or groups to prepare a recipe (this may be for any food such as pudding, cookies, fudge, or a sandwich). One student will read the recipe or give directions for others to follow. Stress the importance of giving clear directions. Have a tasting party to evaluate the results. | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Oral Communication Skills

**TERMINAL OBJECTIVE:** 537C1.00 To demonstrate effective self-expression

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: | | | | | |
| 1.03 use telephone skills. | The emphasis of this objective is on speaking clearly, delivering messages, and making emergency phone calls. Students should be encouraged to recognize the difference between a social call and a business call. | applying | A. Have students make a list of important numbers, including emergency numbers and numbers of friends, relatives, or neighbors. | | |
| | | applying | B. Using the list of emergency numbers, give students an emergency situation and have them role-play exactly how to make emergency phone calls. | | |
| | | applying | C. Have students role-play receiving a phone call and taking a message for someone else. | | |
| | | analyzing | D. Discuss business calls and how they are different from social calls. Have students role-play making business calls. | | |
| 1.04 use oral communication to express opinions. | Opinions are personal beliefs. Students should be encouraged to share opinions and to respect the opinions of others. Opinions can be shared in a helpful way. | applying | A. Give students a list of questions that would require expressing a personal opinion. These questions can be on any topic of interest to the students. Now have them break into groups and discuss their answers. | | |

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Oral Communication Skills

**TERMINAL OBJECTIVE:** 537C1.00 To demonstrate effective self-expression

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.05 use oral expression to participate in a discussion. | A discussion involves sharing ideas and information on a specific topic. | applying | A. Have students discuss a topic related to a project or school activity. | | |
| | | evaluating | B. Have students evaluate the discussion according to the following questions:<br>1. Did everyone stick to the topic?<br>2. Was anyone interrupted?<br>3. Did everyone listen when others were speaking?<br>4. Did I share my ideas effectively?<br>5. Did anyone share anything of interest to me? | | |

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Oral Communication Skills

**TERMINAL OBJECTIVE:** 537C1.00 To demonstrate effective self-expression

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will: 1.06 use oral expression to make an oral presentation | An effective oral presentation requires careful planning and organization of thoughts. The parts of a report are the introduction which should identify the topic, the body, and the conclusion. Choice of appropriate words to build interest enhances the presentation. Avoid using "er," "ah," "um," etc. The pitch and clarity of the voice, and the speed with which one speaks affects the quality of the presentation. An oral presentation on this level can be an explanation of a project, a book report, or an oral report about a given topic. The length of the presentation should be limited by the teacher. | synthesizing | A. Have students bring an item from home they would like to "sell" to the class. Give students a time limit to present their ads. | | |
| | | applying, synthesizing | B. Have students prepare a report for oral presentation. (See L.A. 534E1.07 for instruction.) Have students present their reports to the class. | | |
| | | evaluating | C. Have students evaluate their oral presentations by answering these questions:<br>1. Did I speak slowly and clearly?<br>2. Did I make eye contact with my audience?<br>3. Did I speak without hesitations or unnecessary words?<br>4. Did I use expression in my presentation? | | |

## LANGUAGE ARTS - GRADE 5

**SUBJECT AREA:** Thinking and Expression

**GOAL:** 53000 Understanding and utilizing thinking skills and creative expression

**STRAND:** Oral Communication Skills

**TERMINAL OBJECTIVE:** 537C1.00 To demonstrate effective self-expression

| INSTRUCTIONAL OBJECTIVES | CONTENT | SKILLS | ACTIVITIES | CURRICULUM CROSS-REFERENCE | RESOURCES |
|---|---|---|---|---|---|
| The learner will:<br>1.07 use oral expression to interview someone. | An interview is a way to gather information from someone by asking "who," "what," "when," "where," "why," and "how" questions. Questions used by the interviewer should be prepared in advance. | applying | A. Ask students to list people they would like to interview (this list can be made up of famous people or people that they know). Then have them list three things that they would like to learn from these people. | | |
| | | applying | B. Have students identify someone that they can interview. Now have them write questions they can use in the interview. | | |
| | | applying | C. Have students make arrangements to interview the person they have identified. The answers may be in written form or the interview can be tape recorded. | | |